Pearson Edexcel

Level 3 Extended Project

Unit 3 Performance

Specification

Pearson Edexcel Level 3 Extended Project
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About Pearson

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About this document

This guidance document contains all of the information relevant to one of four optional unit approaches available to candidates who are completing an extended project qualification with Pearson Edexcel. The annexe documents at the end of the document are those that are specific to the unit approach, for which candidates and centres are required to submit. Our main qualification [specification document](#) provides information relevant to the overarching qualification structure and administration, assessment, tutor guidance, malpractice, and any additional information.

Unit 3: Performance

Level 3

Guided learning hours: 120

Introduction

This unit provides learners with the opportunity to produce a performance for an audience.

The unit requires learners to plan, research, develop and evaluate the performance. Learners begin by identifying a project title and making a project plan. They will then research potential materials, information and techniques. They will apply these as part of the developmental process, which involves trying out different approaches, refining ideas and preparing for and rehearsing the performance. They then give the performance. Finally, learners will evaluate the project and present the outcomes to an audience.

Learners are required to provide written evidence to accompany the project. It is estimated that this will be 1500-3000 words in length. Learners will not be penalised for producing work outside the suggested word count, but they should ensure their word count allows them to meet the assessment objectives.

The assessment evidence presented by the learner must evidence all the above learning outcomes.

Unit summary and Learning Outcomes

Learning outcome number	Learning outcome	Assessment
	The learner will:	**The learner can:**
1	Be able to identify, plan and manage a performance project	• identify the main objectives for the project • provide an appropriate plan • use organisational skills and strategies appropriately.
2	Be able to use resources to research and select prospective performance material and techniques	• research relevant performance material and skills • select relevant material from valid sources • relate techniques to the performance project.
3	Be able to develop and interpret performance material within the context of a performance to an audience	• produce a well-rehearsed performance • show understanding of style and interpretation • demonstrate skills and creativity.
4	Be able to present project outcomes and an evaluation to an audience.	• review and evaluate the project and own learning • present the project outcomes in an organised manner, engaging with audience and responding to questions.

Unit content

1   Be able to identify, plan and manage a performance project

Identifying and planning the project

Learners should select a topic from an area which interests them and then narrow this down to a working title.

As part of their proposal, learners must complete the project proposal form (*Annexe B*). This must be signed off by the tutor-assessor before any further work can be carried out (see *page 15*). The title/topic must be considered suitable by the tutor-assessor and be appropriate in scale to be completed in the time available.

Completed project proposal forms should include objectives and a rationale for their choice of topic/title. They should identify the proposed activities that they will need to undertake, for example:

- researching potential performance material
- other activities needed in preparation for the performance, such as sourcing any equipment/materials, preparing publicity materials for the performance
- rehearsals and exploring appropriate techniques for the performance
- evaluating the project and own learning
- preparing for the presentation.

Plans should also include the resources that they will require and prepare for contingencies.

The tutor-assessor and project proposal checker must sign off the project proposal form before the learner can do any more work (see *page 15*). By confirming that the project is appropriate, the centre is confirming that the proposal will give the learners scope to achieve all of the assessment objectives.

Managing the project

During the course of the project, learners must keep individual records which document its progress, the activities undertaken and the decision-making process, using an 'activity log'. An example activity log can be found in *Annexe C* and electronic copies can be downloaded from the Pearson website.

Learners should monitor their own progress, adapting their plan and adjusting their timelines where necessary; where this occurs, this should be recorded in the activity log.

Summary of evidence required from learner[1]

- The project proposal form.
- The activity log.

2 Be able to use resources to research and select prospective performance material and techniques

Learners should show that they understand the resource requirements for the successful development, rehearsal and staging of the performance.

Learners should demonstrate that they have investigated a range of potential performance material and performance techniques, showing connections and links between ideas, information, sources etc.

Different types of research may be appropriate, depending on the type of performance and the learner's own role, but examples could include:

- the learner's own analysis of any possible source materials
- other people's commentaries on, or analysis of, source materials
- the learner's own observations of others' performances
- reviews or accounts of others' performances
- research into the social, cultural or historical context in which any source materials were written or set
- research into specific issues relating to any chosen source material
- the target audience
- the venue
- technical facilities and equipment.

It may also be relevant to research and select other resources, such as sets, costumes, sound, lighting.

Learners should assess the usefulness of their sources, making use of a consistent system of referencing for any sources used. There should also be a bibliography which uses an appropriate and consistent format.

Summary of evidence required from learner

- Research carried out and resources selected. This could be kept with the activity log.

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[1] If clearly referenced, credit can be given for additional evidence of planning and managing the project contained in any supplementary materials submitted for assessment.

3 Be able to develop and interpret performance material within the context of a performance to an audience.

Learners should use the resources and techniques that have been selected and develop them in order to prepare for the final performance.

This is likely to involve:

- exploring initial ideas

- trying out different approaches

- agreeing an approach

- preparation and rehearsals, accompanied by ongoing refinements of the idea, as required.

The activities undertaken and the evolution of ideas should be recorded as fully as possible.

During the development process, decisions will need to be taken, which will include the choice of materials and performance techniques that will be used. It may also include other matters (which will vary according to the type of performance and the circumstances in which it is performed), such as costumes, sound, lighting, staging, set design, publicity materials, timings.

It is during this phase of the project that learners will learn or improve the individual skills that will be required for the performance. These skills will vary depending on the type of performance and the learner's own role, for example physical, artistic, technological, directorial, musical or choreographic.

The learners will then give their performance. However, it is important to realise that the primary assessment evidence for this learning outcome will come from the development process that leads up to the performance, not from the performance itself.

Summary of evidence required from learner

- Evidence of the development process, for example records of meetings, decisions taken, rehearsals and any other relevant supporting or explanatory evidence. This should be kept with the activity log.

- The performance. The project outcome should be recorded, on video or audio[2]. In addition, an observation record must be completed by the tutor-assessor.

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[2] Information about acceptable audio/video formats is given in a separate document: *Moderation of Project Qualifications: Guidance for Centres*. Please refer to the Edexcel website

4 Be able to present project outcomes and an evaluation to an audience

The evaluation

Learners must produce an evaluation of the project. The evaluation should aim to address:

- the extent to which they achieved what they set out to achieve

- how well they managed at different stages of the project

- how well they did in the final performance

- what they would do differently next time and why

- what they have learned about putting on a performance and how useful this has been to them

The presentation

The results of the project should be presented to an audience. The presentation should summarise what the project is about, what the learner's role was, what was done, and how the performance went. It must be appropriate to the selected audience in terms of length, language used, room selected and conditions, and also in terms of any handouts and ICT used.

The presentation must demonstrate the use of appropriate communication skills and the learner should be able to respond to questioning from the audience in a capable manner.

Further information about the presentation is given in the EPQ specification and can be found on the Edexcel website.

Summary of evidence required from learner

- The evaluation. This may be a written evaluation or some or all of it could be covered within the presentation.

- The presentation and any supporting material. For oral presentations, the evidence must include an observation record completed by the tutor assessor, along with any notes, handouts, etc prepared by the learner; the presentation does not need to be recorded on audio/video.

Marking grid for Performance

Performance: AO1 — Manage

Mark band 1	Mark band 2	Mark band 3
The performance topic and title are identified and are developed with **a lot of** guidance, support and assistance from the tutor-assessor. The question **may lack focus.**	The performance topic and title are identified and are developed with **some** guidance, support and assistance from the tutor-assessor **and are then finalised and refined by the learner individually or within groups.** The question is **reasonably focussed.**	The performance topic and title are identified and are developed with **limited** guidance, support and assistance from the tutor-assessor **but are then finalised and refined independently by the learner individually or within groups.** The question is **well defined and clearly focussed.**
The project plan gives **objectives** for the project and **a brief** rationale. **Most of the main** tasks to be completed are **listed**. **Some potential problems** are **identified** and there are **basic ideas** for how to overcome them.	The project plan gives **clear objectives** for the project and a **clear** rationale. **All of the main** tasks to be completed are provided in an appropriate order **and described with an appropriate time span allocated for some tasks**. The plan includes **information** on how learners will organise their time in order to meet the project objectives. **Potential problems** are **described** and there are **reasonable ideas** for how to overcome them.	The project plan **is clear and concise,** with **clear and detailed objectives and rationale. All of the main** tasks to be completed are provided in an appropriate order **and described in detail with an appropriate time span allocated for each task.** The plan includes information with **realistic deadlines** showing how learners will organise their time in order to meet the project objectives. **Potential problems** are **described** and there are **realistic and convincing ideas** for how to overcome them.

Performance: AO1 — Manage (cont.)

Mark band 1	Mark band 2	Mark band 3
The learner shows **limited** organisational ability and time management skills when managing the project. The learner maintains **cursory** records of activities undertaken during the project. **There is some monitoring of own progress.**	The learner shows **reasonable** organisational ability and time management skills when managing the project. The learner maintains **clear** records of activities undertaken during the project, **including problems encountered and steps taken to overcome them. Progress is monitored against the original plan**.	The learner shows a **high level of** organisational ability and time management skills when managing the project. The learner maintains **clear and detailed** records of activities undertaken during the project, **including problems encountered and steps taken to overcome them. Progress is monitored against the original plan and adjustments made to the plan where necessary**.
0–3 marks	4–6 marks	7–9 marks

See *pages 9-11* for guidance on how to use the marking grids.

Performance: AO2 — Use resources

Mark band 1	Mark band 2	Mark band 3
Some possible performance material, skills and techniques have been **investigated**. **There is some referencing of** research sources and a bibliography is included, listing **most of the sources**.	**A range of different types of** possible performance material, skills and techniques have been **investigated**. Research sources are **referenced appropriately** and a bibliography is included, listing **the sources in an appropriate format**.	**A wide range of different types of** possible performance material, skills and techniques have been thoroughly investigated. Research sources are referenced appropriately and consistently and a bibliography is included, listing the sources in an appropriate and consistent format
From the research carried out, **information and resources** have been selected for use in the project **although some of this may not be not directly relevant**. Information has been **collated** in reference to the performance project. **There are attempts to establish** links between the research carried out and the performance project, **although some of these may be tenuous**.	From the research carried out, **appropriate information and resources** have been selected for use in the project. Information has been **analysed** in reference to the performance project. The **learner has established clear** links between the research carried out and the performance project.	From the research carried out, **appropriate information and resources** have been selected for use in the project. Information has been **analysed and synthesised** in reference to the performance project. **Clear, concise and detailed links** have been established between the research carried out and the performance project.
Some understanding of the **less complex** areas of the resources and research required for the development, rehearsal and staging of the performance has been shown.	**A reasonable understanding** of the **complexities** of the resource and research required for the development, rehearsal and staging of the performance has been shown.	**A thorough understanding** of the **complexities** of the resource and research required for the development, rehearsal and staging of the performance has been shown.
0–4 marks	**5–8 marks**	**9–12 marks**

See *pages 9-11* for guidance on how to use the marking grids.

Performance: AO3 — Develop and realise

Mark band 1	Mark band 2	Mark band 3
An attempt has been made to structure the supporting information that relates to the development process. The information contained within it is **generally presented** in a logical order, **although some of it may not be wholly relevant.**	The supporting information that relates to the development process **is structured and presented clearly**. The information contained within it is **generally clear** and **relevant**.	The supporting information that relates to the development process **is structured and presented clearly**. The information contained within it is **consistently clear** and **relevant**.
The learner demonstrates a **limited involvement in, and understanding of,** the developmental process. They make **some** contributions to discussions and decisions taken. There is **some** evidence of development of ideas and that alternative ideas and approaches have been **considered**, with **some attempt to explain** the decisions taken. Throughout the development process and final performance, resources are applied and skills are developed **with some success**.	The learner demonstrates **good involvement in, and understanding of,** the developmental process. They make **generally effective** contributions to discussions and decisions taken. There is **clear** evidence of development of ideas and that alternative ideas and approaches have been **considered carefully,** with a **clear** explanation of the decisions taken. Throughout the development process and final performance, resources are applied and skills are developed **generally successfully**.	The learner demonstrates **a high level of involvement in, and a thorough understanding of,** the developmental process. They make **consistently effective** contributions to discussions and decisions taken. There is **clear** evidence of development of ideas and that alternative ideas and approaches have been **considered carefully and evaluated**, with a **well-thought out and well-argued** explanation of the decisions taken. Throughout the development process and final performance, resources are applied and skills are developed **consistently successfully**.
The learner shows evidence of **adequate** preparation and rehearsal and makes **some contribution** to the final performance.	The learner shows evidence of **good** preparation and rehearsal and makes a **generally successful contribution** to the final performance.	There is evidence of **thorough** preparation and rehearsal and makes a **successful and important contribution** to the final performance.
0–8 marks	**9–16 marks**	**17–24 marks**

See *pages 9-11* for guidance on how to use the marking grids.

Performance: AO4 — Review

Mark band 1	Mark band 2	Mark band 3
Overall the learner shows **some self-awareness** when evaluating the project and the extent to which they have achieved their aims. The learner **attempts to** assess how well they performed, but this **may not always correspond with** the tutor-assessor's own judgement.	Overall the learner shows **good insight and self-awareness** in evaluating the project and the extent to which they have achieved their aims. The learner **is generally successful at** assessing how well they performed.	Overall the learner shows a **high level of insight and self-awareness** in evaluating the project and the extent to which they have achieved their aims. The learner **is highly adept at** assessing how well they performed.
The learner **identifies** some **basic** ideas for what they could do differently next time. They have drawn **basic** conclusions about the process of putting on a performance that could help them in future.	The learner **describes** ideas for what they could do differently next time. They have drawn **clear** conclusions about the process of putting on a performance that could help them in future.	The learner **explains and justifies** ideas for what they could do differently next time. They have drawn **clear and perceptive** conclusions about process of putting on a performance that could help them in future.

Performance: AO4 — Review (cont.)

Mark band 1	Mark band 2	Mark band 3
The presentation is **structured** so that the **audience can see that there has been some attempt to organise it logically** and the learner shows **basic** ability to convey the main ideas.	The presentation is **structured** so that it is **reasonably clear to the audience how it is organised and how the different parts link together** and the learner shows **good** ability to convey the main ideas.	The presentation is **clearly and logically** structured so that it is **completely clear to the audience how the different parts link together** and the learner shows a high level of ability to convey the main ideas.
If an oral presentation is given, it is **generally audible**, although it is likely that the learner **relies heavily** on supporting materials, eg notes or cue cards. The learner shows **limited ability to engage the audience** or hold their attention. Where visual aids are used, these **attempt to support** the presentation, **although they may not be clearly visible** to the audience and **may contain too much information.**	If an oral presentation is given, it is **audible and reasonably paced**; although it is likely that the learner **relies** on supporting materials, eg notes or cue cards, **there are parts of the presentation that are not simply read aloud**. The learner **engages** with the audience and holds their attention in places. Where visual aids are used, these **are relevant** and **are reasonably effective at supporting** the presentation. They show **reasonable clarity and design.**	If an oral presentation is given, it is **clearly audible** and **well paced**. The **learner may make some use of** supporting materials, eg notes of cue cards, **but the presentation is not simply read aloud**. The learner **engages well** with the audience and holds their attention. Where visual aids are used, these **are relevant** and are **consistently effective at supporting** the presentation. They are **clearly visible** to the audience, **are well designed and do not contain too much information.**
Some questions are answered and the learner shows **reasonable** subject knowledge.	**Questions** are answered r**easonably clearly and effectively** and the learner shows **reasonable** subject knowledge.	The learner handles questions **calmly and confidently**. Questions are answered **clearly and insightfully** and the learner shows **good** subject knowledge.
0–3 marks	**4–6 marks**	**7–9 marks**

See *pages 9-11* for guidance on how to use the marking grids.

Total marks out of 54.

Annexe B: Project Proposal Form

Level 3 [Project Proposal Form](#) for *Unit 3: Performance*. This form is for reference only. Please refer to the website to download a copy of this form**.**

Learner name

Learner registration number

Centre name

Centre number

Tutor-assessor name

Unit

Unit 3: Performance

Proposed title of project

Date

Section One: Title, objectives, responsibilities

Project objectives (eg, what is the question you want to answer? What do you want to learn how to do? What do you want find out?)

Title or working title of project (in the form of a question):

If it is a group project, what will your role or responsibilities be?

Section Two: Reasons for choosing this project

Reasons for choosing the project (eg links to other subjects you are studying, personal interest, future plans, knowledge/skills you want to improve):

Level 3 [Project Proposal Form](#) for *Unit 3: Performance*. This form is for reference only. Please refer to the website to download a copy of this form.

Section Three: Activities and timescales	
Activities to be carried out during the project (rehearsal techniques, production meetings and administration etc.)	**How long this will take**

Milestone one:
Target date (set by tutor-assessor):
Milestone two:
Target date (set by tutor-assessor):

Section Four: Resources
What resources will you need and what will you use them for? (eg libraries and research, rehearsal space, technology and equipment, venue etc.)

Level 3 [Project Proposal Form](#) for *Unit 3: Performance*. This form is for reference only. Please refer to the website to download a copy of this form.

Section Five: Contingencies	
What problems might you have?	**What will you do if this does happen?**

Comments and agreement from tutor-assessor

Comments (optional):

I confirm that the project is appropriate.

Agreed: **(name)**   **(date)**

Comments and agreement from proposal checker

Comments (optional):

I confirm that the project is appropriate.

Agreed: **(name)**   **(date)**

Annexe C: Activity Log

This [Activity Log](#) is for reference only. Please refer to the website to download a copy of this form.

Learner name: **Learner registration number:**

Centre name: **Centre number:**

Teacher-assessor name:

Use this to record the progress of your project. You may want to discuss:

- What you have done (eg from one week to the next)
- (if you are working in a group), what discussions you have had
- Any changes that you have (or will need) to make to your plans
- What resources you have found/hope to find
- What problems you are encountering and how you are solving them
- What you are going to do next

Date	Comments

Annexe D: Candidate Record Sheet

The [Candidate Record Sheet](#) must be completed for every candidate to confirm that the work is their own, and has been authenticated by the teacher. This is also the document where you mark the candidate's work.

The form is available to download from the Pearson Edexcel Level 3 Extended Project Coursework materials web page.

A form should be completed for each candidate and submitted with the work for moderation.

Candidate Record Sheet - Level 3 Extended Project

Learner Name_____ **Learner number**_____

Centre Name _____ **Centre Number**_____

Unit Name _____ **Unit Number**_____

Project checklist

The final Project should include the following items:

- a Project Proposal Form

- a Project activity log or diary

- records of research carried out (which could be included within the project outcome or given separately)

- the Project Outcome*

- an evaluation

- evidence of the presentation

Project Contents
Please list the format of the items submitted as part of the Project, note whether this evidence is shared with other candidates and if so who (A4 Report, portfolio, sketchbook, audio file of sound track, video file of play/film, etc)

Authentication confirmation/consent	
Candidate: I hereby certify to the best of my knowledge that this work: • has been produced without any assistance beyond that recorded and allowed by the scheme of assessment and have clearly referenced any sources and any AI tools used in the work. • is not work which has been or will be submitted for another qualification. I acknowledge that Pearson may use candidate work for the purposes of standardisation, training, and exemplar material.	Signature:
Teacher: I confirm that the learner's work was conducted under the conditions laid out by the specification. I have authenticated the learner's work and am satisfied that to the best of my knowledge the work produced is: • solely that of the learner and the learner has clearly referenced any sources and any artificial intelligence (AI) tools used in the work. • is not work that has been or will be submitted for another qualification.	Signature: Print Name in *block capitals please*:

Teacher – Assessor marks and supporting comments

Comments related to the assessment criteria which support the mark awarded for each Assessment Objective should be entered on the grid below.

Assessment Objective	Teacher-Assessor comments	Teacher-Assessor Mark	Moderator Mark
AO1 Manage (*9 marks*) Comment:			
AO2 Use Resources (*12 marks*) Comment:			
AO3 Develop and Realise (*24 marks*) Comment:			

Assessment Objective	Teacher-Assessor comments	Teacher-Assessor Mark	Moderator Mark
AO4 Review *(9 marks)* Comment:			
AO4 Review *(9 marks)* Comment:			
	Total Mark	**/54**	**/54**